What Do Learners Need?

Focus on the Learner

Look at the training from two views:

1. What do the learners want from the training?

2. What do other people think learners should get from the training? For example:
   - faculty,
   - advisors,
   - sponsors, and
   - other stakeholders

When and how to assess the learners’ needs:

Before the training

- Review written/formal materials like:
  - surveys,
  - evaluations of similar programs, and
  - research

- Hold focus groups or discussions with experienced professionals like:
  - representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)
  - colleagues/other professionals,
  - course designers,
  - faculty

- Collect information of work performance like:
- direct observation,
- informal reports of peers, and
- information from resource center

_During the training_
- Figure out what learners already know, through:
  - observations, and
  - pre-course surveys
- Watch how and what the learner is doing during training and make changes as needed, for example:
  - how they respond to questions,
  - comments they are making,
  - how they are doing in problem-solving exercises

_After the training_
- Discuss the training with faculty and staff.
- Revise the training using comments from learners.
- Send out post-training surveys (3-6 months after the training).
- Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.
Institute for Leadership in Education Development (I-LED)

LEARNING OBJECTIVES

Key Questions:

1. Based on your needs assessment, what should learners think, feel, or do because of the class?

2. What level of cognitive functioning are you hoping to achieve?

3. What actions will demonstrate that learners are able to remember, understand, apply, analyze, evaluate, or create? Objectives should complete this phrase “Because of this class, learners will be able to…”
<table>
<thead>
<tr>
<th>Bloom’s Level</th>
<th>Key Verbs (keywords)</th>
<th>Example Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>design, formulate, build, invent, create, compose, generate, derive, modify, develop.</td>
<td><em>By the end of this class, the learner will be able to design an original homework problem dealing with the principle of conservation of energy.</em></td>
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<tr>
<td>Evaluating</td>
<td>choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.</td>
<td><em>By the end of this class, the learner will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</em></td>
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<tr>
<td>Analyzing</td>
<td>classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.</td>
<td><em>By the end of this class, the learner will be able to differentiate between potential and kinetic energy.</em></td>
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<tr>
<td>Applying</td>
<td>calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.</td>
<td><em>By the end of this class, the learner will be able to calculate the kinetic energy of a projectile.</em></td>
</tr>
<tr>
<td>Understanding</td>
<td>describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.</td>
<td><em>By the end of this class, the learner will be able to describe Newton’s three laws of motion in her/his own words.</em></td>
</tr>
<tr>
<td>Remembering</td>
<td>list, recite, outline, define, name, match, quote, recall, identify, label, recognize.</td>
<td><em>By the end of this class, the learner will be able to recite Newton’s three laws of motion.</em></td>
</tr>
</tbody>
</table>

Resources obtained from: [https://tips.uark.edu/using-blooms-taxonomy/](https://tips.uark.edu/using-blooms-taxonomy/)

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4. Are your objectives SMART?

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<tbody>
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